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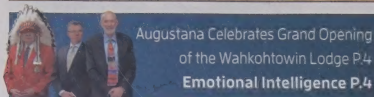
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theDagligtale

Augustana's Student Newspaper

April 6, 2016

It Happens Here Too

How **Augustana** has systematically failed to address **sexual assault** on campus, what's being done about it, and **what still needs to happen.**

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Vikings Shine at Ski Nationals

Augustana athletes perform in Whitehorse, McIlroy takes bronze.

Emily McIlroy
Senior Staff Writer

The Augustana Vikings brought home many great results including a bronze medal from Cross Country Ski Nationals in Whitehorse, March 19-26.

"We had good representation with some great results [...] I am really proud of my team," said Vikings ski coach Tim Wintoniw. The team was comprised of Augustana students Anna Sigurdson, Tayla Koerber, Taya Hoar, Emily McIlroy, Matthieu Martin and Nils Asfeldt.

The previous two years, Augustana had between one and two athletes. This year, Wintoniw was thrilled to have six athletes travel to Whitehorse for the event.

On the second day of racing, McIlroy won a bronze medal in

the university category of the 5 km interval start classic race.

"Emily getting a bronze medal was pretty awesome," said Wintoniw. "It was good to see that she skied to what I think her potential is."

Asfeldt and Martin both skied 50 km classic technique for the last race of Nationals. After a long week with four races, the men finished strong. They competed on a grueling course with 1400 m of climbing.

"The 50 km was the race I was most looking forward to in the whole season" said Asfeldt. "It is the longest race I have ever done by far."

"When you are coaching you get to encourage people to push hard when their bodies or minds don't want to push hard," said

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Their spiritual and practical relationships to the land create a rich heritage for our life as a community.

The Dagligtale is proud to be a member of the Canadian University Press. Contributions from all members of the Augustana and Camrose community are welcome. The Dagligtale reserves the right to withhold publication of contributions for any reason.

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FROM THE EDITOR

Embracing the Challenge

Many things worth doing are hard, how we think about them makes all the difference.



Cameron Raynor
Editor-in-Chief

It's the time of year when students are particularly stressed. For most students, final project deadlines are looming and final exams are just around the corner.

Coursework and exams can feel like a burden — and a significant burden at that. Often university can feel arbitrary, useless or like a waste of time. It doesn't have to be this way. Many of the worthwhile things in life are hard, and how we think about them makes all the difference.

Everything is better if you enjoy it. That may seem obvious, but whether or not experiences are enjoyable largely comes down to how we frame them. An assignment can be a chore to endure or interesting material to learn, depending on your attitude.

Trying to do something hard is uncomfortable. In my experience, competence comes through discomfort — but discomfort doesn't have to be misery. As any athlete knows, you can be in physical pain but still feel happy and fulfilled. On the other hand,



many vices don't offer fulfillment or happiness.

When I first started at Augustana, I was alarmed at how disinterested students seemed in their studies. The popular attitude in many classes seems to be that course content is boring and learning it is a necessary evil. Students do only what they need to pass — either by achieving a passing grade or the standard required to get into their next program.

In fact, doing the minimum can get you a long way, so long as that path is created for you. In university, most things are largely prescribed. Students jump through hoops to achieve a certain GPA and enroll in programs so they can claim 'leadership experience' on their resumes.

While this attitude may be

rewarded in university social circles, it is not rewarded in the sort of careers many university students profess to aspire to. "The minimum" is less useful when creating something new and a competitive business environment means employers need to innovate. No reasonable employer wants to hire someone who will simply do the minimum to get a paycheck, even if they do the minimum well.

This attitude may be suitable to the low-skill jobs most students worked when they were in high school, but high-skill and intellectually challenging jobs demand more commitment. The CEO of a company can't expect their tasks to be prescribed to them or their job requirements to be externally enforced.

Great work involves looking

after the small extra details that set the work apart. It requires caring about the work and striving to do better. When work is interesting and enjoyable, it's easier. It's easier because the time demanded becomes less of a burden.

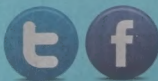
All too often, when we look back on good memories we realize that we failed to enjoy those times in the moment. It's so easy to think that dealing with challenging times and setbacks is bad — and that our current situation is deprived. We're holding out for 'real life,' when things will be better, only to find we didn't realize it when things were good.

That being said, not everything is worth embracing. We should probably question the system that places the majority of demands on students within a two-week period. All of the work that determines our success as students is too often confined to the last weeks of class and finals. And the crippling stress and rampant burnout of students at the end of the year is cause for concern.

In the meantime, students work within the current system. How we perceive that system is up to us. Exam season can be seen as a survival game, or we can make the most out of it by being pushed and motivated by the challenge.

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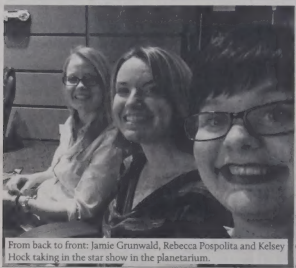
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From left to right: Kelsey Hock, Rebecca Pospolita and Jamie Grunwald enjoy liquid nitrogen ice cream.



From back to front: Jamie Grunwald, Rebecca Pospolita and Kelsey Hock taking in the star show in the planetarium.

Science Club Travels to Edmonton

Club attends Telus World of Science event.

Cameron Raynor
Editor-in-Chief

Recently, 19 Augustana students travelled to Edmonton to visit the Telus World of Science and experience the Dark Matters event. The trip took place on March 10 and was organized by the Augustana Science Club.

"Science club has for a while wanted to do a big trip off campus," said Science Club Vice President Communications and third-year Biology student Samantha Krechuniak.

The Telus World of Science was an obvious choice for the club because of its extensive programming and exhibits. The Dark Matters event was geared towards adults and featured a live DJ and open bar. Krechuniak said that the science "wasn't cut down so a child can learn it," which made Dark Matters a better fit for the Science Club.

"Many students are busy with school and likely not super excited to hang out with kids," said Science Club Faculty Advisor and Augustana Biology Professor Anne McIntosh. "A grown-up night of science sounded like a great way to experience the Science Centre."

The theme at the time of the trip was robotics. Participants experienced building Lego robots, a presentation on robot assisted heart surgery, sampled liquid nitrogen ice cream and attended a planetarium show.

"I think it was very well organized and a great success for those that participated," said McIntosh. "I definitely had a lot of fun."

The highlight for Krechuniak was the star show in the planetarium. She said the show really revealed how small you are in the universe, adding, "The presenter was really good." Another highlight was building robots and having the robots perform tasks.

The Science Club first started planning the trip in early February. "Our big event that we do each year is Humans vs. Zombies," said Krechuniak. This year the club added the Telus World of Science trip in order to have a big event in the Winter Term.

In the past, the Science Club has put on a night of science experiments for special needs kids and hosted a movie night. This year, they've also been offering a free tutoring program where upper year students mentor new students.

Horoscopes

Aries (March 21 - April 19):

Take deep breaths and form a study group. Exams are going to be hard and it's best to be prepared.

Taurus (April 20 - May 20):

You may be feeling confident for your exams, but it never hurts to do a double take. Share some quiz questions with friends and go over essay questions with your professors.

Gemini (May 21 - June 20):

Sleep before an exam is more important than mid-night cramming. It will help you lock in information and make you less anxious when you take your test.

Cancer (June 21 - July 23):

You're going to be easily distracted the closer to crunch time it is. Go outside with your books to study, instead of staying home where distractions are easily found.

Leo (July 23 - Aug. 23):

Your confidence will be peaking this month. Focus on studying alone or set up sessions with your close friends as you may come off as a know-it-all to your classmates.

Virgo (Aug. 23 - Sept. 23):

Be careful of being too kind and stretching yourself thin with study sessions. Take breaks often to rehydrate yourself and don't be afraid to deny a study session.

Libra (Sept. 23 - Oct. 23):

Strengthen your understanding of the basics before you try to tackle the harder specifics. If you don't have good ground work, everything else will be harder to understand.

Scorpio (Oct. 23 - Nov. 21):

You've been doing well with balancing your schedule this year, but the exam schedule might send you for a loop. Place easy to see reminders of when and where your exams will be taking place.

Sagittarius (Nov. 22 - Dec. 21):

Coffee may be your greatest enemy right now. If you drink it regularly, don't stop now but if you're just starting it's best to cut it out, as the energy and lethargy will effect your exams.

Capricorn (Dec. 22 - Jan. 19):

You're going to feel pressure to be the top student this exam term. Try to focus on doing well on your exams, rather than being the best — your stress is mounting.

Aquarius (Jan. 20 - Feb. 18):

Your friends need your support the most now, so lend a hand if you're able. Don't forget about your own needs, however, and make sure you're not staying up late worrying about them.

Pisces (Feb. 19 - March 20):

You may be feeling extra stubborn on how you've set up your study schedule. Try to allow a little more fluidity to it, in case of emergencies or much needed breaks.

Understanding Introversion

At a student level, introverts at Augustana may feel challenged in numerous ways.

Heather Marshall
Community Submission

Augustana has given me the perfect venue for one of my favourite pastimes: people-watching. The role of spectator is a common one for those who call themselves introverts.

Although I was categorized as an "extrovert" after completing the Myers-Briggs test a number of years ago, I was alerted by a friend about a particular "flaw" in the test. If a person puts a high priority on relationships — which I do — you get shuffled to the extrovert side of the spectrum.

This reveals a major pitfall of the test and is perhaps one of the greatest misunderstandings about introverts and extroverts. Extroverts are often generalized as well-adapted social beings who love people, while introverts can be categorized as socially awkward types who don't want people around.

While extroverts can find too much social-time overstimulating, plenty of introverts have wonderful people skills, just as there may also be extroverts that are not particularly skilled relationally.

In speaking to a couple of other students who call themselves introverts, they said that they definitely find that there can be misconceptions about one's ability to communicate or inter-

preting the need for space as being anti-social.

Susan Cain's book "Quiet: The Power of Introverts in a World that Can't Stop Talking" was a 2012 New York Times best-seller that examined how introverts are subtly and overtly expected to conform to a Western extroverted ideal. Cain chronicles a shift in Western culture at the turn of the 20th century from an evaluation of people based on their character to one based on how much "personality" they have.

It is estimated that between a third to half of the population is introverted, although many introverts have learned to function as pseudo-extroverts. Introverts who seem awkward as children can flourish as adults because of greater flexibility in career and environment choices.

Introverted children often have strong individual foci that may seem odd to those around them, but can have long-term payoffs in adulthood. Rosa Parks, Albert Einstein, JK Rowling, Mahatma Gandhi and Mark Zuckerberg are among some of the brilliant leaders and innovators who are considered to be introverts.

At a student level, introverts at Augustana may feel challenged in numerous ways. They can feel overwhelmed in class if they are not given enough time to answer or give input, as some take lon-



ger to process and verbalize their thoughts.

Simple variance within personalities can be mistaken for lack of social skills. While others may interpret students' popping in their earbuds as a being inattentive. For some, it is just a means of tuning out the surrounding noise so they can focus on the work at hand or to escape the demands of constantly having to be "on".

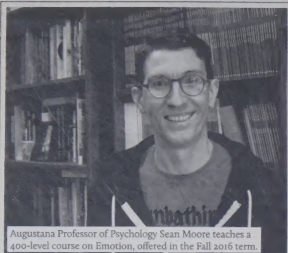
Things that you might find helpful if you're more of an introverted student are reflective activities like journaling and finding refuge spaces at school that allow for recharging or down-time. Some newer models of group and student-initiated learning in schools suggest that cooperative learning methods don't always have to be excessively social. These models can allow more ebb and flow by incorporating contemplative and independent work elements.

When Jung popularized the

concepts of introvert and extrovert, he did not view them as dualistic. He believed that most people can move fluidly between introversion and extroversion, or the newly defined middle ground known as ambiversion — depending on one's circumstances or life season.

A spectrum is likely a more helpful way of thinking about our personalities. We all operate on an individual continuum; an introvert may love acting and an extrovert may love to read. The point is not to elevate one personality type above the other, but to give voice to the misconceptions surrounding introversion.

Our society as a whole needs to re-engage silence, self-reflection and to revisit our inner landscapes. To quote essayist Anais Nin "Our culture made a virtue of living only as extroverts. We discouraged the inner journey, the quest for a center. So we lost our center and have to find it again."



Augustana Professor of Psychology Sean Moore teaches a 400-level course on Emotion, offered in the Fall 2016 term.

Emotional Intelligence at Augustana

How a liberal arts campus is an ideal place to develop Emotional Intelligence.

Allison Ikenouye
Senior Staff Writer

Mental health issues have grabbed attention at Augustana as of late. Many of the candidates in the recent Augustana Students' Association election included improving mental health at Augustana as a central aspect of their platform.

Mental health, in a collective light, is not inherently negative. It's worth considering how a liberal arts education might facilitate emotional growth rather than simply aggravating the stress and mental health of students.

Sean Moore, a professor of Psychology at Augustana, teaches a 400-level course on Emotion, offered in the Fall 2016 term. Moore explained emotional intelligence as the social ability to understand our own emotions and to accurately perceive and respond to the emotions of others. This makes it an important aspect of mental health.

Moore suggested that the structure of the liberal arts education encourages students to practice and develop emotional intelligence. Engaging in discussion and group work refines communicative skills and pushes students to be sensitive to the opinions of others. Emotional intelligence also teaches students the foresight to convey their perspectives with better clarity.

Moore also said that emotional intelligence is of vital importance for students after graduation. As students go on to grad school or the work force, they may need to feed off of the social and emotional requirements of the company or faculty they are speaking to. Those who have a greater grasp on the interpersonal dynamics of their work force tend to earn more.

Emotional intelligence also has implications on the way

we feel and perceive stress and mental issues. Moore said that those who reach out to the social community around them tend to manage their stress better. Those who do not reach out and express their feelings lose the chance to cope with their stress in socially and emotionally constructive ways.

The university life can relegate students into isolation in order to meet the demands of their heavy workloads. Emotional intelligence may appear to favor the extroverted personality over the introverted personality. However, emotional intelligence can be taught.

Moore said the objective of a liberal arts education is to "challenge yourself to expand on the skills where you may not have the natural ability."

Moore suggested that we look at our social and academic lives in integrative ways, rather than viewing them as separate entities. Joining a reading group or participating in a peer review workshop are good ways to develop emotional intelligence.

These kinds of activities use social interactions as a way to challenge our newly learned knowledge, rather than just an outlet to diffuse our personal stressors.

Moore said joining a club or organization where common interests bring people together develops emotional intelligence. In such collaborative efforts, academic competition leaves off. Instead, the difficulty of working and managing other students composes the success or failure of the group.

The importance of emotional intelligence confronts the mindset that education is a place where emotion is reserved for later. Developing emotional intelligence calls us to decipher ambiguous social and emotional situations where the answers haven't been written.

Wahkohtowin Lodge Opens

Lodge creates a place for Augustana's Indigenous students.

Bridget Stirling
The University of Alberta

When alumna Brittany Johnson (BA English '15) thinks about Wahkohtowin Lodge, the new Indigenous student space at the University of Alberta's Augustana Campus, she's filled with pride. "I was part of the committee that designed it and made it come about," she explains.

It went from being just concrete to something really, really beautiful."

What was once a plain, grey space is now filled with life and colour. Located in the Forum Building at the heart of Augustana Campus in Camrose, the lodge was created in the spirit of wahkohtowin, a Nehiyaw (Plains Cree) concept meaning "kinship." The term refers to the ties of mutuality and reciprocity that create responsibilities to other human beings, animals and the land.

This kinship with the land is apparent in the space, where colour, light and natural elements reflect the surrounding landscape of the Camrose region. A wall of tree trunks evokes the forest, planters filled with greenery bring life to the space, and lights reminiscent of stars twinkle above a wood ceiling feature designed to evoke the feeling of a tipi. Pillars throughout the space feature work from local Indigenous artists and those from neighbouring Treaty 7 and 8 territories, as well as Inuit artists.

Jérôme Melançon, chair of the Aboriginal Engagement Committee, says this symbolism honours the traditional territories where the campus is located. "The space encourages reflection and contemplation about the Treaty 6 territory where Augustana Campus is located and about the relationships we create here with Indigenous peoples and all other groups. We have built the Wahkohtowin Lodge in the spirit of honouring the relationships that bind us together as a campus."

The space has become a place for students not only to honour relationships, but also to build them. Students gather to spend time with friends, catch

up on schoolwork and read, or play on the pool tables in the area. The location of the Aboriginal Student Services office in the Wahkohtowin Lodge also allows students to build important connections with staff and Elders. The lodge provides a space where non-Indigenous students can learn more about Indigenous people and cultures.

The Wahkohtowin Lodge represents a great next step in the university's ongoing commitment to the calls to action from the Truth and Reconciliation Commission.

"Wahkohtowin Lodge is especially exciting for Augustana Campus because it furthers our commitment to serving Indigenous students and to honouring the recommendations of the Truth and Reconciliation Commission," explains Allen Berger, dean of Augustana Campus. "As a comfortable space where Indigenous students can informally gather or meet with Elders and university staff, and as a space that will support programs designed to engage the entire campus and larger community, Wahkohtowin Lodge symbolizes a way to move forward in greater understanding of Indigenous cultures."

For Johnson, the lodge is an important addition to the welcoming culture Augustana has to offer to students from small communities. Many Métis students come to the campus from across Alberta, and the Indigenous campus community has students not only from the province but also from northern British Columbia, the Northwest Territories and beyond. Augustana's small community setting provides a welcoming place for students who are coming from small reserves and settlements.

Johnson, who is now working toward her MA in native studies after completing her BA in English at Augustana last spring, explains that this small community makes a big difference. "I didn't grow up on reserve or a settlement; I grew up in

Camrose. But even for me, going to North Campus, my first couple of weeks were like culture shock. Augustana is more accessible and more welcoming because it's a small community. Everyone gets to know each other there, so you feel supported by other students, staff and faculty."

She's proud of the role the Wahkohtowin Lodge will play in welcoming a new generation of students to campus and feels the new centre reflects a campus that values the participation of Indigenous people. "I'm really proud to have gone to Augustana. They really, really care about their Indigenous students."

Dean Berger is grateful to Johnson and the rest of the committee members who helped to make the space one that reflects the needs of their community. "I am especially grateful to our own Aboriginal students and to the many Elders who participated in planning the Wahkohtowin Lodge," Berger says. "Their visions for needed programming and student services and their advice on design and the incorporation of appropriate cultural elements guided us every step of the way."

The Wahkohtowin Lodge represents a great next step in the university's ongoing commitment to the calls to action from the Truth and Reconciliation Commission. Along with the new Aboriginal/Indigenous Index of Web Links, it's one of a growing number of initiatives across the university that are building relationships and understanding between Indigenous and non-Indigenous people at the U of A and making campus a welcoming place.

"Students succeed best when they feel a deep and abiding bond with their peers, their professors, and ultimately, their campus. As a community, it is our responsibility to create the opportunities that will form and nurture these connections—the university must be a place that fosters a sense of belonging," says David Turpin, president of the U of A. "The grand opening of Wahkohtowin Lodge is just one example of how our response to the TRC's calls to action will demonstrate our commitment to meeting these needs for our First Nations, Inuit and Métis students."



Student Gavin Wilkes shares his appreciation for the Lodge during the Grand Opening.



Photo: Caitlin Blevins/Daglightale

25 First-year Lessons

Some things have to be learned first hand.

Melissa Wilk
Staff Writer

First year. Two words could not be more complex.

Whether you're just finishing your first year at Augustana or you've been here for four — Augustana students have all experienced what it's like to be a newbie.

First year is a time of transition into University life. Here are 10 things you learn when you are in your first year at Augustana:

1. OC's on Friday.

This is perhaps the most important rule.

2. You can get an extension if you really need one.

Just make sure you ask before 3 a.m. the day it is due and don't overuse it.

3. Don't miss the ASA bashes.

The feeling of looking at Snapchat stories after missing First Class Bash or Winter Formal is truly devastating.

4. It's okay to get a C.

Getting an A+ in all of your first year classes is unlikely and forces you to be under a lot of pressure. Getting a bad grade is okay and you probably will — just make sure you learn from it, especially if you want to go to grad school.

5. The library is your friend.

Spending time in the library can help you to be more productive. Don't avoid it.

6. Don't knock over the giant jenga in the library.

Just don't. You don't want to deal with the wrath of having a million anonymous posts on Chitter directed at you.

7. Pizza will get you through almost anything.

Be sure to get extra cheese and extra meat and extra pizza.

8. Having a roommate is a blessing and a curse.

You learn to live with someone in a small space, but you also learn why people are willing to pay more for a single room.

9. University can be fun.

It's not all studying and papers. There's a lot of amazing opportunities outside of classes.

10. University can suck.

All-nighters, deadlines, stress and massive papers...

11. Don't fall in love.

Falling in love in your first year is a bad idea. The chances of it lasting are slim to none.

12. If you fall in love, break up.

Refer to #11. Love isn't real.

13. Professors aren't like high school teachers.

Do you ever remember hearing "when you're in university..." and then silently having a panic attack because they made it seem so terrifying. It wasn't true. You're okay.

14. You're lucky.

Though coming to this realization takes about a million years — once you realize how fortunate you are to have the chance to attend university, your outlook will change.

You might be thousands of dollars in debt, but at least you have a degree — right?

15. It's worth it to take risks. Do something that scares you.

Whether it's joining a different club, trying a class outside your degree or reaching out to new people — it's important to do at least one thing that is outside of your box.

16. Small community life is... interesting.

It's nice to know everyone — right?

17. You're smarter than you think.

When you put your mind to it, you have the potential to be a genius.

18. If you feel like you're gonna puke, preemptively go to the bathroom.

Sometimes it's hard to make it to the bathroom if you live in residence — don't be the person that pukes in the hall.

19. Exercise is important.

No one wants to gain a freshman fifteen — or twenty.

20. You need to sleep sometimes.

As long as you're getting a few hours a week, you'll be okay.

21. You can't just drink alcohol.

Water is good too.

22. It's good to go to class sometimes.

At least once a week.

23. Dropping a class is okay.

Because it's always better to get a W than an F.

24. Not everything was in the campus brochure.

Sometimes that McDonalds job you could've gotten right out of high school doesn't look so bad anymore.

25. People notice when you don't do your laundry.

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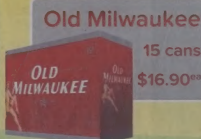
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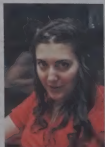
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Students Answer: What do you do to procrastinate from studying?

Dagli **TALK**



Darby Noble



Madison Hauser



Matt Drage



Mikaila Perrino

I like to come to the forum and make fun of productive people, or try to coax productive people to being unproductive with me. I also like to make a list of what to do, reorder things according to priority, and then not do them.

I love to bake cookies, pies and brownies — all from scratch. I'm like Martha Stewart minus the jail and wrinkles.

Shoot some hoops, Netflix, or, as of now, watch the Jay's games.

I watch a lot of YouTube. I'll put my clothes away and start cleaning because everyone knows you can't work in a messy room. Then I'll go get coffee because you never know if you might need it. Then I'll probably talk to people.

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After an intense game, the staff and community members came out with a win against the students 8-3 at the annual Mount Cup on March 30.

Photo: Lyle Armstrong/District



Students compete during the bike leg of the annual Augustana Spring Triathlon hosted by the Augustana Triathlon Club on April 2.

Photo: Ben Yarnell/District



Students took to the pool for the first leg of the Augustana Spring Triathlon hosted by the Augustana Triathlon Club on April 2.

Photo: Ben Yarnell/District



The Vikings Men's Curling Team poses with the trophy at CCAA Curling Nationals in London, Ontario. From left to right: Roger Galenza, Ben Bates, Andrew Klassen, Colton Simard and Brad Schroeder.

Photo: Canadian Curling Association

By Emily McIlroy
 Senior Staff Writer

The Augustana Vikings Men's Curling Team qualified for nationals and had an amazing week, bringing home bronze.

The Vikings were in a three-way tie for third after the initial rounds. They then won two tie breaker games to bring them into the semi-final against Toronto's Humber College. The Augustana team played well in the semi-final against the Humber team, who went on to finish in first place.

Nationals was hosted by Fanshawe College in London, Ontario. The Vikings' team consisted of Ben Bates as lead, Andrew Klassen as second, Colton Simard as third and Brad Schroeder as skip.

The team's highlight was on March 25 when they beat NAIT with a score of 10-6.

"We didn't show up at our provincial final very well against them so that was a hole we wanted to fill," said Schroeder. "We had unfinished business with them and wanted to take care of it, I can graduate happily after that one," he joked.

Ben Bates, a fourth-year physical education student and the team lead said, "We are the exact same team as last year which helped, we did everything we could to make our game better for the good of the team."

The Augustana team was nominated for the sportsmanship award after a vote all teams contributed to.

"I think we handle ourselves pretty well on the ice as far as language and etiquette goes," said Schroeder. "We conversed well with other teams outside of the game."

the course of five days then the top three teams competed for the medals. The busy schedule was tough on the players as they felt the effects of fatigue.

"We had to get up before six in the morning," said Klassen. "One night we didn't get off the ice until 1:30 p.m., pushing midnight and then had to play the second tie breaker the next morning."

Leading up to the event, Bates had some concerns with both hip and foot problems however the excitement levels were still high when it came time to travel to London, Ontario.

"We were all excited, we all made it there on our own doing. We played as hard as we could when it counted and it was a bonus to get to go to nationals to end the year," said Bates.

Bates' teammates expressed their gratitude for his great playing as their lead. Bates will be graduating this year. For him and his teammate Schroeder, who is also graduating, the bronze medal was a great end to their Augustana curling experience.

"It was a good end to the season" said Bates.

**The highlight was on
 March 25 when they beat
 NAIT with a score of 10-6.**

The Vikings coach Roger Galenza was selected as CCAA coach of the year and was awarded the well-earned title during Nationals. Galenza not only coached the Augustana team to their bronze medal this year, he also does a lot for curling in Camrose and the Little Rockers program.

CCAA Curling Nationals kicked off with a round robin between eight teams. The teams each played one another over

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Emily McLroy climbing a hill during a ski event at the 2016 Haywood Ski Nationals in Whitehorse.



Matt Martin descends a hill at the 2016 Haywood Ski Nationals in Whitehorse.



Tayla Koerber strides uphill at the 2016 Haywood Ski Nationals in Whitehorse.

Vikings Race Ski Nationals

Augustana athletes perform in Whitehorse, McIlroy.

Continued from page 1

Wintoniw. Coach Wintoniw watched as Asfeldt and Martin flew by on each of their seven laps during the 50km race.

The Vikings had fun covering their faces in face paint and sparkles, wearing the Vikings helmet and cape. The team topped off their team spirit by cheering one another over the finish line.

"We wore our face paint and we prepared for battle," said Martin. Wintoniw added, "They make sure they watch everyone finish which is great to see in an individual sport."

Wintoniw's coaching made the athletes feel confident in their abilities as racers and he provided quality ski waxing—an important aspect of ski racing.

"For the most part the condi-

tions were great and Tim waxed almost flawlessly throughout the week," said Asfeldt.

Wintoniw said he saw many smiles from his racers as they crossed the finish line which made him smile himself. "It was great to see lots of smiles after the races," he said. "One of the main goals is to have lots of fun racing."

"The weather was beautiful, the sun shone upon me."

The team had a few setbacks with injuries such as shin splints, tennis elbow and a fractured tailbone. Despite Koerber's fractured tailbone from Red Bull Nordix she managed to push herself around the courses with key phrases.

"My favorite phrase is 'cool

as a cucumber,'" said Koerber. "When you are really hot and you are craving water, cucumber is just perfect."

During the week, the temperatures rose above 10 degrees, which meant athletes raced in shorts and t-shirts. "The weather was beautiful, the sun shone upon me," said Martin.

All things considered, the team had a great week of racing. The snow in Camrose was scarce to non-existent the month leading up to Nationals, which made training difficult for the skiers. Throughout the season many of the races were cancelled due to weather conditions.

"In one way it has not been a good year because Mother Nature has not worked well with us," said Wintoniw. "But taking that into consideration I think we had a great Nationals."

Opinion: There is no 'Proper' Teaching Method

Professors should focus more on their students than the importance of their particular branch of education.

Lisa Vaughan-Parrel
Community Submission

While a portion of my religion class started behind after class to eat soup and discuss organic farming, a biology professor walked into the classroom. As we started packing up and clearing our dishes at his arrival and he set down his bag at the podium, he pointedly mumbled, "It's time to get back to our real jobs now" — obviously directing his comment towards my professor.

The job of a professor does not have a precise definition. There should be no set guidelines or "proper" method of teaching. When professors believe that there is only one way to teach, the professor/student relationship is artificial.

This Biology professor had no idea why we were gathered in a circle, why we were eating soup, or what we were discussing. Maybe it was the fact that my profes-



or was sitting down in the circle with us, that surprised this prof. Or maybe it was the fact that we were sharing lunch together as a class.

Whatever caught him off guard, he indicated that it was not teaching and what we were doing was not learning but lounging and chatting. He implied that we could not possibly be doing anything meaningful because we were sitting in a circle eating soup.

Why couldn't a biology class

discuss microbiology in a circle over soup? This method of teaching shouldn't be frowned upon or not considered teaching.

I have found conversation, especially over food, to be one of the best teaching methods. Students and professors alike learn best if they are all equally engaged and are able to contribute to a dialogue that isn't solely controlled by one person.

When students, as well as professors are free to say what they like, and when both are not

seen as numbers, nothing differentiates a classroom discussion from a discussion in the forum or the cafeteria. In my opinion, this is how education should be.

I find that alternatives to the lecture method of teaching are far more successful. I also find they result in a closely connected class of students who feel free to say their opinion.

Professors who disagree with any method besides the traditional lecture style are free to feel that way; however, they shouldn't condemn other professors who branch off into alternative forms of teaching.

When the professor stands behind the podium and controls discussion every single class, it creates a division between the professor and the students. It implies that only the professor is entitled to teach and the student has no choice but to listen. This student/professor relationship is not a healthy one because the

two are disconnected from each other.

The multiple disciplines at universities seem to segregate themselves from each other. There seem to be attitudes that each one supersedes the others.

Professors should focus more on their students than the importance of their particular branch of education — the sciences, social sciences, fine arts or humanities. They should be fully devoted to helping their students develop academically and personally.

The job of a professor should entail love and result in students feeling worthy and cared for. Professors should generate conversations that make students feel that what they have to say is valued and important — despite students not having the same educational experience as professors.

Just because a professor has a Masters Degree or PhD, doesn't mean their opinion is automatically valid or more important.

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IN PHOTOS



Students presented their research at this term's Student Academic Conference on March 4. Reece Bailey, Jared Billey, and Michael Cole presenting their poster on "Dream Drugs" to Augustana students in the Forum.



Students presented their research at this term's Student Academic Conference on March 4. Caitlin Ash, Christine Belyan, Tatiana Harpe, Chelsea Inaba, Nicole Dance, Amy Lechelt, Sarah Monk and Kristie Soanes giving a Psychology presentation titled "Sammy's Birthday: Children's Use of Representational Gesture."

It Happens Here Too

How Augustana has failed to address sexual assault on campus, what's being done about it, and what still needs to happen.

Farshad Labbaf
Staff Writer

Numerous postsecondary institutions have found themselves in the news over the past few years because of their inadequate handling of sexual assault on campus. Recently, the issue of rape culture has captured the attention of the Augustana community.

At a December 2015 faculty council meeting it was contentedly reported by individual faculty members that Augustana had zero sexual assault reports. The report, according to sources, immediately led to sparked backlash from those at the meeting.

In January 2016, the University of Alberta published the Review of the University of Alberta's Response to Sexual Assault. The report makes recommendations regarding education, prevention, support, formal complaints, policy, communications and tracking and statistical reporting among other areas. These recommendations are not currently implemented.

The 90-page report only mentions Augustana twice — and both instances occur in the same sentence. This mention refers to two online documents:

One was the Augustana Residence and Community Standards Page, which does mention the word "sex" or "sexual," or address sexual assault, violence or harassment. The other was the Augustana Athletics Code of Conduct, which addresses sexual assault but refers to another webpage for details, however, this webpage no longer exists.

"One step is tackling the sentiment which had existed for many years around the issue that sexual assault does not happen on this campus," said Augustana Students' Association (ASA) President Stephanie Gruhlke. According to Gruhlke, Augustana was barely mentioned in the U of A's conversation regarding sexual assault until the ASA recently brought it to the Students' Union.

Gruhlke said she knows of six distinct instances where she has learned that "victims of sexual assault were either turned away from help or were not comfortable disclosing their experience."

In the eyes of many students as well Gruhlke's, it is clear that the victim's services on Augustana campus are inadequate.

Gruhlke said that "anyone with a clue can admit that sexual assault is an issue on this campus."

After years of largely ignoring the issue, it is nearly impossible to understand the sheer scope of the problem of sexual assault at the U of A and especially at Augustana.

"The activism that has developed in response to these issues

has made it very difficult for universities to bury their heads in the sand, which is often the case," said Augustana Dean Allen Berger.

Berger said that the university needs to effectively maintain data so that Augustana knows how well it's doing and is held publicly accountable. According to Camrose Police Service Victim's Services Coordinator Michelle Hauser, sexual assault is very underreported and the problem is no less present in Camrose.

"Sexual violence is underreported because of the stigma attached to it," said Hauser. "There is a culture within, not just [Camrose], but North America that for whatever reason has discouraged victims from coming forward."

Hauser said she thinks education around sexual violence needs to be emphasized in Camrose. "It comes down to education to give people the right and comfortability to come forward with no judgment," she said.

The cultural tendency to discourage victims from coming forward is widely referred to as "rape culture." According to Samantha Pearson, an education coordinator from the Sexual Assault Centre on North Campus, the only way to address "rape culture" is by changing the culture.

The Sexual Assault Centre is working to tackle sexual assault and rape culture by providing education and prevention workshops at the U of A for university classes, students groups, or students, staff and faculty. They organize Sexual Assault Awareness Week, which aims to change the

"The unfortunate reality is that the closest sexual assault help centers in central Alberta are located in either Edmonton or Red Deer," said Gruhlke. "Although it may not be fiscally possible for Augustana to create a help center on its own, it must work with the community to provide such essential services." The education workshops that the U of A has provided to better educate the Augustana community about sexual assault do not seem to have had an impact.

"Not all students who come into Augustana know how to define sexual assault," said Gruhlke. "Consent is, in fact, an issue that needs to be talked about. Many students are entering university not having any background knowledge regarding the issue."

This year sexual assault education workshops at Augustana were scheduled during reading week — a time when many students aren't on campus. In one workshop, only four people attended and only two were students. The low attendance suggests that workshops had little impact for the student body.

Recently, sexual assault has received more attention from Augustana administration. Dean Berger said that sexual assault is a national issue and that the university has an opportunity to act now. Berger said new leadership should be accountable for drawing attention to these issues and developing the new approaches and policies.

Berger said that there has been increased awareness of these issues across North America. "There have been many unfor-

Sexual Assault by the Numbers

- Only 10% of Sexual Assaults are reported to police.
- Only 2-4% of reported cases were false.
- 66% of Women who experience sexual assault are under the age of 24.
- 82% of all victims under the age of 18 are female.
- Girls experience sexual assault at much higher rates than boys.
- 96% of Canadians believe all sexual activities should be consensual.
- 1 in 3 Canadians understand what it means to give consent.
- The rate of violent crime against women between the ages of 15-24 is the highest in the country.
- They are killed at nearly three times the rate for all female victims of domestic homicide.

Source: The Canadian Women's Foundation

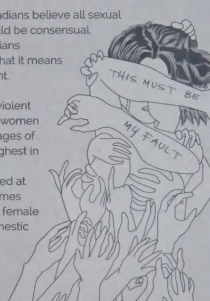


Illustration: Maria Pavesio for Dagbladet

non-consensual sex, the mountain of sexual assault allegations reported at Dalhousie or the other numerous incidents reported in the news; it is clear that sexual assault is not an isolated issue confined to a few universities.

Post-secondary institutions in Canada and the United States have turned a blind eye to sexual assault for years and their policies have done little to address the issue. All the written recommendations by experts, top-notch sexual assault centers and expanded disciplinary policies do not necessarily address the root of the problem.

Many universities have tried to address the prevalence of sexual assault on campuses but many more resist these conversations for fear of negative publicity and damaging their institutional reputations. Canadian universities are not required to make public or keep track of the number of sexual assaults reported to them. This makes it difficult to get accurate data.

According to its website, campus security at Queen's University only reported one incident of sexual assault in 2013. In a 2014 CBC News survey, sixteen Canadian post-secondary institutions received zero reports of sexual assault for six consecutive years.

Holly Johnson, a University of Ottawa Criminology professor who studies violence against women on campuses, told CBC that the statistics do not represent "what is the true experience of students because there is no campus in which [sexual assault] doesn't exist."

Some victims prefer to report to the police, but experts believe that a significant factor is the lack of support on campuses.

Johnson said that campuses with zero reports of sexual assault are the product of a climate where the issue of sexual and gendered violence is shamed and buried in silence. Augustana reported zero instances of sexual assault at the December faculty council meeting.

Sexual assault is happening on campuses and in communities across North America. It is unintelligible to believe that sexual assault does not happen at Augustana. Certainly the statistics and anecdotal evidence suggest otherwise.

Students need to be aware that rape culture and sexual assault is pervasive on campuses all around Canada — including at Augustana. For Augustana the issue is real, and it is no secret that Augustana has not done enough to address it.

Presently, Augustana Campus is in search of a new Executive Director Student Life, and the U of A recently appointed a New Dean of Student Life. Students have had a key role in bringing this issue to the forefront at Augustana and students will have a key role in holding people accountable and demanding that they address sexual assault culture on campus.

"Social change rarely comes from the top down," Dean Berger told the audience at the recent Augustana Leadership Awards Gala.

"It takes a mobilized populous at times to generate the attention needed. Student activism is hugely important on this front and the response of university leadership ought to be that we are paying attention even if that means belatedly paying attention."

With files from Cameron Rayner.

Campuses with zero reports of sexual assault are the product of a climate where the issue of sexual and gendered violence is shamed and buried in silence. Augustana reported zero instances of sexual assault at the December faculty council meeting.

culture that supports sexual assault.

These resources are more accessible on North Campus and many students feel that they have had little effect on tackling sexual assault at Augustana.

"So far there haven't been many solid actions taken to enhance services at Augustana," said Gruhlke.

However, plans are underway for Augustana to increase its partnership with the Sexual Assault Centre on North Campus by providing a more secure internet connection to support internet face to face counseling.

The Camrose Police have held courses for the general public alongside the Alberta Sexual Assault Centre. Victim's Services Coordinator Hauser said, "Camrose needs some sort of small scale sexual assault center." ASA President Gruhlke agrees:

unfortunate and ugly incidents occurring on many of these campuses," said Berger.

Berger said Augustana needs to address three fronts regarding sexual assault on campus:

One is to determine what kinds of educational programs need to be put in place to adequately educate the campus community to address sexual assault issues and lower the likelihood of inappropriate behavior.

The second is to ensure safe channels for victims to report alleged assaults are available and to follow up on those reports by investigating and supporting victims.

Third is to gather and maintain data on sexual assault on campus to track progress and keep the campus publicly accountable.

Whether it is UBC or St. Mary's offensive chants about

How to Live More Sustainably

Ways to live a more environmental friendly lifestyle learned over the course of four years at Augustana.

Eric Steele
Staff Writer

Traditional environmental awareness and education involves the use of scare tactics: Graphic pictures of pollution, islands made entirely out of garbage and melting polar ice caps cover newspaper, internet and television news services.

After four years of an Environmental Studies degree, I have seen more than my fair share of these messages. Though it is undeniably effective, I don't feel it is as effective as positive incentives.

Over the past four years, I've learned methods to live more sustainably — no scare tactics involved. Take it or leave it, here are some ways to live a more environmentally friendly lifestyle that can also be healthier and cheaper:

To reduce energy consumption, try to shift activities and destinations to cut 25 percent of non-commute driving. Convert one round-trip commute per week to carpool or transit, bike or walk.

Replace incandescent and halogen bulbs with compact fluorescents. Turn down the thermostat by 3°F during the summer season. These measures alone should reduce a typical household's carbon emissions by almost 19% and save the person

money on their gas and electricity bill.

Making changes to your diet can yield significant benefits to both your health and the environment. Agriculture puts a large strain on the environment and the production of meat is especially taxing.

It is estimated that livestock production accounts for 70 percent of all agricultural land use and occupies 30 percent of the land surface of the planet. Try to eat at least one meat-free meal per day. If you're already doing that, gradually increase the number of meat-free meals you eat, or try meatless Mondays.

Eating organic food has many advantages. Organic meats, poultry, eggs and dairy products come from animals that are not fed antibiotics or growth hormones. Organic foods are grown in healthy soils. Because of this, they are typically more nutritious, containing more vitamins and minerals. By buying organic foods a person is supporting the reduction of pesticide use in agriculture.

Eating locally grown food also reduces the impact of transportation.

Currently, the average meal travels 1200 km from the farm to plate. Food that is grown closer to home results in fewer trans-

portation emissions.

There are a variety of steps a person can take to limit the amount of waste they produce. Companies still produce goods that have a limited lifespan so that the consumer cycle can continue. By choosing not to buy products that are over packaged or "disposable," you are encouraging producers to be more responsible.

Reuse materials by buying second hand as much as possible. If you don't have need for a material, see if a friend wants it. Finally, make sure to recycle what materials can't be given away.

Composting is another effective means to reduce food waste. Composting is the process of allowing organic materials to decay to make soil. There are numerous ways to begin composting, as well as a number of options to compost material in Camrose.

Water consumption can be reduced at the individual level. Low flow appliances can replace or retrofit shower faucets, toilets and dishwashers. Fixing leaks and reducing shower times is also effective in reducing water consumption. Reuse water by doing things like washing fruits and vegetables in a bowl, then watering plants with the excess water.

When it comes to outdoor water use, proper timing for lawn



watering can prevent water loss through evaporation. Collecting rainwater in a barrel can also provide a sustainable supply of water for the summer.

This list is far from extensive. There is more out there, and so

many resources online, at your local library, or in the wisdom and experience of those around us — many of whom have been pursuing sustainable lifestyles for longer than I have. Once you are given the means, action must follow.

Alberta's New LGBTQ+ Guidelines for Schools

Augustana Queers and Allies President Justin Reinke explains their importance and some of the concerns.

Holly Yurkowski
Senior Staff Writer

A discussion is happening in schools across the province. Recently, the NDP government put forth new guidelines for LGBTQ+ members in schools, specifically for trans students and faculty.

The guidelines suggest five key actions: The ability for the person to pick their pronoun (him, her, ze, zir, hir, or they), to use the bathroom or change room of their choice and to be able to join sports teams that best align with their preferred gender. It also suggests establishing gay-straight alliances (GSA).

There is also discussion about schools not being allowed to inform others of a child's gender or sexual orientation without the child's consent.

Augustana Queers and Allies President Justin Reinke explained the importance of the guidelines and some of the concerns:

Why are these guidelines important?

"There are an overwhelming amount of LGBTQ+ youth at high risk of suicide, anxiety and depression," Reinke said. "A lot of this is from the lack of support from school." The guidelines and rules along with them will allow students and faculty to "know that they're supported."

Having increased support

also helps with post-secondary aspirations. Reinke said that "because [LGBTQ+ youth] are so unsupported in their current work environments, students have far less to almost no aspirations for post-secondary."

Reinke said that studies have shown there are negative elements to identifying in the LGBTQ+ spectrum, including increased levels of mental illness and higher suicide rates. There is a stigmatism trans people face in society.

Children from around ages 2-3 begin to "conceptualize their gender" and trans children tend to "identify with their true gender far stronger than those who [...] identify with the gender that was assigned at birth," Reinke said.

How do you feel about the discourse and worry over bathroom and change room safety?

"Students coming out as trans tend not to do nefarious things," Reinke said. "Being trans is already hard enough."

Reinke said that there tend to be indicators of people who are trans, and people pretending to be. It's unlikely that a trans female would show up to school suddenly wearing a wig and blaring lipstick. However, Reinke cautioned that that may not always be the case as people choose how they express themselves.

The main concern, Reinke believes, is safety, as bathrooms and change rooms can pose a risk to students. However, just because someone is trans does not increase their chances of harming others.

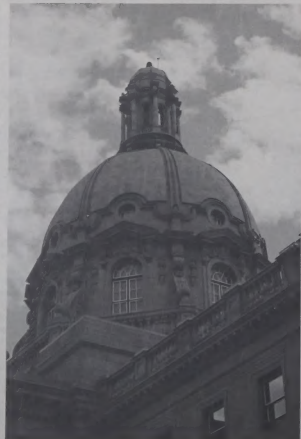
Reinke said that there are current studies happening in the states where trans people have access to their choice of bathroom. "There were no reported issues about trans or genderfluid people," said Reinke. "The children just want to use the bathroom."

Reinke said that worry of assault and dressing in the change rooms is not a problem for people who are homosexual. "If someone wants to assault another, would they really care about gender specific bathrooms?"

There are so many "what if" scenarios that Justin said he doesn't believe the policies would decrease the current problem of assault in bathrooms and change rooms. However, they would at least make several students feel safer and more comfortable.

Why is it a problem to "out" children?

The idea behind having to inform a parent about their child's chosen identity stems from the "parental right," which Reinke said "doesn't actually exist" but is rather a social construct. Reinke said the ideal situation would be for the family to accept



their child.

"At least at school they can feel safe," Reinke said. "Parents already do not have a right to know what students disclose to

teachers and counsellors unless it affects their immediate safety. This is just another thing to add to the list."

Why Profs Are Great

Augustana professors are unbeatable in these six ways.

Melissa Wilk
Senior Staff Writer

Augustana boasts a student to faculty ratio of 16:1. This, combined with a small campus and small student population, allows Augustana professors to be unbeatable.

These reasons make Augustana professors great:

1. **They are around.**

At Augustana, students are lucky to have access to professors that are constantly on campus. Interaction with professors are common outside of the classroom setting.

Sometimes you even see them out and about in Camrose.

2. **They care.**

Whether it's special accommodations or clarification on class material, Augustana professors are typically very attentive to students' needs.

3. **They know your name.**

It is nice to know that your professor knows who you are and that you aren't just a machine that hands in assignments and midterms.

4. **They are friendly and approachable.**

Augustana professors are easy to communicate with, friendly and happy to talk to students. They are often open to grab a coffee or meet in the forum.

5. **They are committed to student success.**

Augustana professors set you up for success and want to see you excel — which is probably why they dedicate so much time and energy to communicating.

6. **They appreciate passionate students.**


Augustana professors show enthusiasm towards about students who express an eagerness to learn. This can lead to amazing class discussions.


While no professor is perfect, Augustana's small campus and small class environment enables them to teach students with passion, enthusiasm and commitment. Augustana students are lucky to have professors who are strong leaders and mentors.

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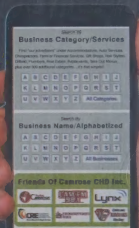
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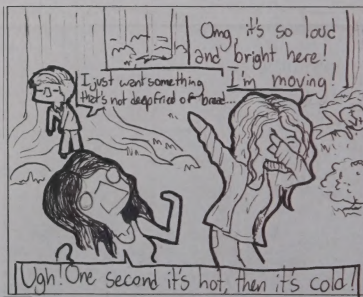
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14 Things to do This Summer

Simple steps to make this summer the best summer.

Melissa Wilk
Staff Writer

Though Augustana is an amazing place to be a student, there comes a point when you're just done. It's natural to feel a sense of overwhelming freedom upon finishing your final exam.

At Augustana, you may experience this feeling to a further extent because you are finally able to escape the small town vibe, go home or just spend the summer somewhere else.

Take advantage of your four golden months of freedom with these summer activities:

1. **Sleep. Sleep all day. Sleep all night.**
Make up for all those all-nighters.
2. **Get out of Camrose.**
It's important to enjoy a change of pace — take a trip somewhere.
3. **Go on an adventure.**
Drive to the mountains, Edmonton, or Calgary. If you're feeling super adventurous, try the Gopher Hole Museum in Torrington, Alberta.
4. **Work**
But not too hard. Find a summer job that you enjoy. If you don't enjoy it, don't show up — or

show up anyways if you need the money. This one may be harder than usual in this economy.

Work is a great way to make connections, money and add something to your resume.

5. Volunteer.

With some of your spare time, try volunteering for a festival, at an animal shelter or another organization. If you have a job, try a volunteer opportunity on the side for a new experience.

6. Go to a festival.

9. Relax.

Enjoy a few days where you do absolutely nothing. You deserve it. Or if you're lame, don't relax — we need some workaholics in this world.

10. Reconnect with friends from home.

If you're heading home for summer, it's great to reconnect with your old buddies. If you aren't heading home, well, join Tinder and meet new "friends."

11. Go camping.

Grab some friends and enjoy a weekend of camping. There's nothing better than s'mores and late night campfires. Just don't get eaten by a bear.

12. Talk to your Augustana friends.

You don't want to return to find out that no one likes you anymore.

13. Have a summer romance.

But don't get optimistic — it won't last.

14. Do something a bit reckless.

Make your summer a summer to remember. A summer you'll be able to brag about. No one wants to hear stories about you sitting in your basement playing League of Legends.

You don't want to return to find out that no one likes you anymore.

Festivals are wonderful. If there isn't a festival nearby, it's in your best interests to go to Edmonton for the Folk Music Festival, Fringe Festival, Heritage Days or Taste of Edmonton.

7. Eat healthy.

It's easier to eat better food in the summer because you're not surrounded by pizza. Then again, there's more icecream around.

8. Get outside.

All year students are cooped up like chickens in classrooms. Enjoy the short time you have when it isn't a blistering winter and get outside.

Last Lecture



Augustana hosted the Last Lecture on March 31. This year, the lecture was given by Dr. Alex Carpenter. His lecture was titled "There is no 'Try': Zen and the Art of Living and Learning (and Rocking)." The inspiring talk drew students, alumni and community members.

Photo: Eash, Yvonne Dworkin

Exam season is on the horizon,
And we wish you the best of luck in your studies.
Remember, Downtown Camrose is just a walk away...



Downtown Camrose

Alive at the centre